DOCUMENT RESUME

ED 128 305 95 SP 010 377

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TITLE Our Focus on Teaching Needs a Wide-Angle Lens: Consider Extra-School Teaching. Teacher Education Forum; Volume 4, Number 10.
INSTITUTION Indiana Univ., Bloomington. School of Education.
SPONS AGENCY Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
PUB DATE May 76
GRANT OEG-0-72-0492-725
NOTE 13p.; For related documents, see SP 010 368-388

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Conventional Instruction; *Educational Alternatives; *Educational Innovation; *Educational Theories; *Instructional Design; Preservice Education; *Teacher Education Curriculum; Teacher Educators; Teaching Methods; *Teaching Models; Teaching Techniques

ABSTRACT

Today educators are finding the public turning in greater numbers to alternative forms of instruction, including Transcendental Meditation, apprenticeship, and consciousness-raising groups. This paper attempts to (1) map out the "universe" of instruction, going beyond the frontier of public elementary and secondary teaching to consider other variants and (2) to investigate the desirability of including examples of "extra school" teaching in the preservice and inservice education of teachers. The discussion offers an analysis of what qualifies as teaching; types of teaching including ten general classifications, their primary function, and examples of each. A brief review of one example of extra school teaching--teaching archery, Zen style--is presented to illustrate the potential value to teachers in training of a broadened perspective on teaching. Eight categories of teaching in public schools that would be improved by the consideration of "extra school" teaching are presented as illustration. (JMF)

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Produced by the Division of Teacher Education, Indiana University-Bloomington, a component of the School of Education, supported in part by way of an Institutional Grant (OE-OEG: 0-72-0492:725) with funds from the United States Department of Health, Education, and Welfare—Office of Education, under the provisions of the Bureau of Educational Personnel Development as a project. The opinions expressed in this work do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

Our Focus on Teaching Needs a Wide-Angle Lens:

Consider Extra-School Teaching

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May 1976

Volume 4 Number 10

The bugle sounds and 300 young recruits get dressed and stagger out to the parade ground for early morning drill. A solitary archer pays his respects to the aged master and practices drawing a six-foot bow. A group of drug addicts gulp great quantities of coffee and "rap" through the night about how they got "hooked."

What do these three situations have in common? Two things. Each represents an instructional encounter in which teaching and learning occur, and each is rarely, if ever, studied in the context of teacher education.

Today educators are finding the public turning in greater numbers to alternative forms of instruction, including Transcendental Meditation, apprenticeship, and consciousness raising groups. My present concerns are 1) to map out the "universe" of instruction, going beyond the frontier of public elementary and secondary teaching to consider other variants and 2) to investigate the desirability of including examples of "extra-school" teaching in the pre-service and in-service education of teachers.

What Qualifies as Teaching?

Programs in teacher education have been accused of too narrow a focus on teaching for several reasons. Social scientists argue that teacher educators treat teaching and learning as if they took place in a vacuum. Schools are not bell jars. They point to the fact that education reflects and is a product of a society and is influenced by groups and institutions in that society.

Teacher educators and those who do research on teachers also are reputed to ignore those learnings and interactions that occur in school, but not in classrooms. Despite their pervasive influence on students, extra- or co-curricular activities rarely merit a special course in college or the scrutiny of a researcher. In a similar sense, the "hidden" curriculum -- what students learn that they are not expected to learn -- is neglected by all but a handful of educators.

Recently, more attention has been devoted to the study of extra-curricular activities, the "hidden" curriculum, and the social context in which schools exist. Still remaining outside the purview of most teacher education programs and research on teaching, however, has been teaching not found in elementary and secondary schools. What can be said of "extra-school" examples of teaching?

To help conceptualize teaching in its many forms, I employ a typology based on the primary intended function of the teaching. Naturally, a particular type of teaching may be characterized by numerous intended, as well as real, functions, but in general a primary function can be specified. For the purposes of the present typology, I do not distinguish between

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secondary functions or, for that matter, between teaching and training. Often the latter two exist side-by-side, as in the case of a high school in which are found driver training and citizenship training, as well as the teaching of mathematics and science.

I envisage ten basic types of teaching, each with a number of variations based on factors such as the age of the learner, geographical location, the length of time required for instruction, and the ultimate purpose of the instruction. As each type of teaching is listed, the reader might make a mental note of those that he encountered in his or her own professional education.

Types of Teaching

General Classification	Primary Function	Examples
General Preparatory	To prepare persons in the basic skills needed for the pursuit of further vocational, professional, or life goals.	K-12 public schools K-12 private or parochial schools K-12 alternative schools (with a few exceptions) Early childhood education Adult basic education Equivalency programs Special compensatory programs
Professional Preparatory	To prepare persons for licensure and/or certification in areas requiring extensive post-collegiate education of a theoretical as well as a practical nature.	Medical school Law school or "reading law" School of Education Army or Navy War College Architecture School
Vocational Preparatory	To prepare persons for licensure, certification, and/or candidacy in areas requiring extensive practical experience, often of a manual nature.	Ballet School Apprenticeship programs Training programs for pilots, hygienists, etc. On-the-job training or re-training programs
Career Development	To provide experienced persons with continuing education or to prepare persons for promotion, qualifying exams, etc. on a short-term basis.	Cram course for the medical or law boards Dale Carnegie course In-service workshops and courses for teachers Professional conventions, conferences
Skills Development	To provide persons with a relatively short-term, intensive training program in a particular	Public health nurse training for mothers Speed reading courses Outward Bound

General Classification	Primary Function	Examples
	skill or set of related skills. The objective is mastery or competence in the skill.	Tennis Camp Berlitz language program Music lessons Driver training course Teacher Effectiveness Training Lamaze childbirth classes
Recreational	To provide persons with a pleasant, typically short-term program directed toward enjoyment and exploration rather than mastery or competence.	Some adult continuing education courses Playgroups for pre-schoolers Art courses at museums YMCA/YWCA summer camps
Spiritual	To provide persons with reflective or introspective experiences and insights that permit them to see themselves more clearly in relation to God, the world, or the cosmos.	Monastic training Zen archery instruction or flower arrangement Weekend religious "retreats" Sermons Apprenticeship to a "person of knowledge"
Promotional	To provide consumers with product information intended to encourage sales.	Department store demonstrations Some advertisements Drug salesmen's in-service for physicians
Socialization	To prepare persons for general membership in a group or community.	Confirmation class Sunday school Citizenship classes for immigrants Boys' State/Girls' State Pre-Cana conferences prior to marriage "Boot camp" College "orientation week" Fraternal initiations
Therapeutic-Rehabilitational	To provide persons with information and experiences designed to correct or compensate for a specific problem or source of conflict.	Consciousness raising group Erhard Seminars Training Synanon rehabilitation programs Weight Watchers Alcoholics Anonymous Court-mandated driver education for convicted speeders

Of the ten types of teaching listed above, only the first is familiar to most teacher educators. In fact, specialization has meant that teacher educators concerned with secondary teaching are largely unaware of current developments in elementary teaching, and vice versa. A review of the articles in the *Journal of Teacher Education* from 1970 through 1974 finds only five articles on teaching outside of American public schools. One article dealt with student teaching in a Jol Corps center and the other four described pre-service education in several foreign countries. By way of comparison, there were 67 articles setting out new approaches to or ideas on pre-service education and 22 articles on teaching in urban schools.

Researchers in teacher education manage to focus on some professional and vocational teaching in addition to preparatory teaching in public schools, but their efforts are rarely comprehensive or coordinated. There is no systematic treatment, for example, of the effectiveness of individualized instruction in public schools, the military, yoga, and apprenticeship programs. Until recently, for example, medical educators, agriculture educators, and military educators functioned in separate worlds. There have been a few attempts at cross-fertilization in the past few years, though. Teacher educators have experimented with adaptations of the agricultural extension agent. Largely derived from technical instruction and research in the military, behavioral objectives and task analysis have gained in popularity. Medical and military educators now are joining the American Educational Research Association in numbers sufficient to justify the formation of Special Interest Groups (this trend may not aid the cause of cross-fertilization, however).

I do not wish to imply that the primary concern of teacher educators should be teaching that occurs outside the sphere of public preparatory education. I am merely suggesting that teacher educators and those who do research on teaching should devote some time and effort to the study of extra-school teaching in order to gain perspective on their major area of interest. It is all too easy to remain "adjustment-oriented," holding to a course of practicality and least resistance by preparing teachers to view teaching in a single, prescribed way. An appreciation of instructional methods in extra-school settings could provide the imaginative spark so many educators complain is lacking. A few pioneering programs already exist, but more are needed. At Cornell University, George Basner's "Art of Teaching" course presents films of teaching in a variety of contexts including ballet and modern dance. The sheer aesthetics of teaching momentarily replaces concern with efficiency, effectiveness, and economy. At Stanford's Graduate School of Education, Jack Bock offers a course in "Alternative and Non-formal Systems of Education." Emphasis is placed on non-Western teaching. In addition, I offer a course entitled "Images of the Teacher and Teaching" which focuses on the role of the teacher in different societies and in a variety of situations, ranging from a yoga class for out-of-shape suburbanites to an interchange between a medicine man and his young apprentice. Indiana University provides unique programs for those interested in alternative school teaching. In each case mentioned, teaching is seen as a human enterprise occurring elsewhere besides public school and college classrooms.

Teaching Archery, Zen-Style

By briefly reviewing one example of extra-school teaching, I hope to illustrate the potential value to teachers-in-training of a broadened

perspective on their chosen profession. I hope to suggest that those who do research on teaching also might profit from a wider focus.

Eugen Herrigel wrote Zen and "Zen in the Art of Archery" after he had undergone extensive training in Japan.[1] His brief, but classic description shows how he initially sought instruction in the philosophy of Zen, only to discover that no master would accept him as a student. Instead, he was counseled as a foreigner to approach Zen indirectly by first learning the art of archery. Archery, in the language of Robert Gagne, becomes prerequisite learning in the study of Zen philosophy. In Japan archery is intended to serve no function other than the aesthetic. The objective hardly could be termed "behavioral." Rather than hitting a bullseye or killing game, the archer strives to become one with the arrow. Archer and target no longer are opposing forces.

From the very onset of his instruction, Herrigel experienced teaching in a much different form than it is found in conventional classrooms. Of course, he had sought his master. No compulsion to be taught existed. Masters are selective in their "admissions" policies. They refuse to teach those who are "merely curious." Herrigel had to appear sincere, but not over-zealous. What would a public school teacher give for a student who was "curious" or "over-zealous"?

Some teacher educators might stop reading here and offer the observation that the problem of motivating students does not exist for the archery master. Students seek him out. Hence, archery instruction has little relevance for pre-service teacher education. For years, such reasoning has resulted in our virtual ignorance of what goes on in private and parochial schools, speed reading courses, therapeutic settings, confidence-building programs, and a host of other educational operations.

If the non-compulsory nature of archery instruction were not atypical enough, consider the underlying premise of archery instruction. Masters believe man is a thinking animal, but that his greatest works do not result from methodical reasoning or calculation. Are the masters seeking to teach non-thought? Or insight? I am afraid it sounds like it.

In case a few teacher educators have stuck with me this far, it might be comforting to realize that a "competent" master is considered absolutely essential for archery instruction. Before fans of competency based teacher education and performance objectives register yet another possible application of their techniques, it should be noted that competence is understood by the master to mean perfection. The master must model correct physical and spiritual conduct, lest his student be unable to visualize the ultimate goal of instruction. This goal defies simple description. It does not lend itself to expression in terms of behavioral objectives, skills, competencies, or even expressive objectives. The goal of archery instruction is simply to prepare the student for further efforts aimed ultimately at the annihilation of everything that is the student's. At this point, archery instruction and Marine "boot camp" might seem similar. In fact,

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[1]The account of the archery instruction is taken from Eugen Herrigel's Zen (New York: McGraw-Hill Book Company, 1964).

both systematically attempt to tear down the learner's previous beliefs and habits and rebuild him in a new image. Both attack this task by making certain that the student will fail and fail repeatedly (William Glasser notwithstanding), thus losing faith in his traditional coping mechanisms. Strong dependence on the judgment of the drill instructor or the master ensues. All talk of personal progress or selfish goals is replaced by an almost inexplicable brand of selflessness, of caring but not caring. Obviously the comparison has limitations. It is significant to note, however, that both types of teaching value the constructiveness of failure and the relationship between the expert and the novice.

Herrigel provides a fascinating description of his six years of sometimes frustrating, sometimes exhilerating training. From the first day the master closely scrutinized his handling of the bow, a process of courteous correction of attitudes and unswerving patience was set in motion. The student's attitude toward the task at hand was considered as important as the task itself (take note, advocates of affective education). The master never failed to be polite nor did he at any time act in a way that would suggest he was anything less than a perfect model.

Mention has been made of the importance of failing. The master shuns any effort to bypass failure. He also avoids positive reinforcement and extrinsic rewards. The student must not be motivated by the expectation of praise. He is expected to reach a point of personal frustration which will permit him to heed the master's advice. Until this point is reached, the master senses that any advice would be a waste of time and energy. He chooses only to comment that the archery student is not performing properly. The master, of course, is always willing to demonstrate the current procedure once or twice. Since he is an expert archer, the demonstration inevitably seems effortless, thus heightening the student's frustrations. Still, no attempt is made to sympathize with the neophyte's plight. What would a humanistic educator say?

The manner in which the master teaches the art of archery might warm the heart of any advocate of task analysis. The student first learns to draw the bow properly, an exercise that can take many months. Then, how to breathe correctly, nock the arrow, raise the bow, and take aim. Each task has a special purpose. Correct breathing, for example, teaches the student how to concentrate on a task and eliminate peripheral, interfering thoughts. Only at an advanced stage of instruction is the actual dispatching of the arrow toward a target attempted. Although the student gets anxious to move from one task to the next, the master insists on the "mastery" of each operation.

The master refrains from answering all of the questions a student inevitably possesses. A sense of mystery and unrequited curiosity is cultivated. Eventually the flood of queries cease as the student realizes that skill will come with practice and that too much curiosity actually serves to impede progress.

The student also learns to prepare himself properly for instruction. To do this he need only follow, as in all things, the example of the master. Teachers who hastily gulp a cup of coffee and arrive late for class with a case of indigestion and no plans should take note. In the art of archery, preparation for teaching and learning is an act of importance equal to

teaching and learning. On his way to the lesson, a student begins to concentrate on purifying his mind and attending to the task ahead. Shunning the crowded and distracting subway, he might choose to walk to class instead. Meanwhile the master already has begun to place himself in the proper frame of mind for teaching. Naturally, it helps not to have 45-minute, bell-punctuated periods and classes of 30 students, but these factors do not obviate the importance of mental, physical, and spiritual preparation for teaching in any instructional setting.

Is the teacher of teachers wasting his time studying "exotic" teaching such as that practiced by the archery master? Critics always can point to the unique qualities of Japanese students, to the non-compulsory nature of the instruction, and to the one-on-one relationship between teacher and student. Few would contest the fact that public schools present problems that make the master's concerns seem minor by comparison. I contend that, despite the obvious differences in situations, teacher educators and their students have much to gain from a study of the archery master and his methods.

Previously reference was made to the importance of proper preparation for teaching. Setting the mind to a single task does not come automatically. Practice is required. The reader might take note of how many different thoughts are competing with this essay for his attention at this very moment. Recently, educational researchers have spent more time studying the influence of concentration and "attending" behavior. Still, these skills are much-neglected in American classrooms. The archery master spends a great deal of time developing the student's ability to concentrate. Repetition is his fundamental method. Would researchers and teacher educators be well-advised to study yoga, Transcendental Meditation, Zen, and other teaching methods that concentrate on concentration? I think so.

Other aspects of archery instruction with potential value for the teacher educator and, ultimately, the classroom teacher include the intimate, yet detached, relationship between master and student and the process by which the complex art of archery is broken down into specific tasks arranged carefully in sequence. No devotee of the "individual differences" school-of-thought, the archery master treats all students the same and never alters his instruction to accommodate a particular student. Before criticizing this approach as unrealistic or inhumane, it would be worthwhile to note that the established routine (some would call it the Procrustean bed) of the master provides a sense of security for the student and yields positive results. Perhaps the key element in his success is the master's own ability to be patient, polite, and respectful toward the student. These qualities contribute to an air of trust surrounding the instruction. Rather than candy or praise, the master relies on communicating to the student his own personal interest in him, his unfaltering dedication to his art, and his thorough expertise as an archer. Would teacher educators be well-advised to encourage the acquisition of professional integrity and evenness of temper and to de-emphasize the provision of positive reinforcement at the slightest provocation and the seduction of students with imaginative gimmicks? Whatever the answer, studying teaching that occurs outside of the context of conventional public education can offer a badly needed perspective on the professional attitudes and behaviors that teachers too often take for granted.

Why Study Different Examples of Teaching?

It would be unfortunate if the current interest in competency based teacher education, performance modules, and behavioral objectives compelled teacher educators to ignore areas of teaching that defy expression as competencies, performances, and behaviors. Is "gaining perspective" or "broadening understanding" without value because it cannot be measured with ease?

Teachers-in-training as well as veteran teachers can learn much about the critical elements of their profession from a scholarly consideration of extra-school teaching. From Outward Bound and scouting much can be gained about the motivation of learners and how to get the most effort out of each learner. From Alcoholics Anonymous and Weight Watchers much can be learned about managing the instructional environment and controlling the reinforcement of desired behavior. From Armed Forces technical training programs and Zen archery instruction much can be learned about task analysis and the sequencing of curriculum content. The list is almost endless. The yoga teacher can import valuable knowledge on the impact of the human voice as an instructional tool. Drug rehabilitation programs like Synanon can teach how to use peer influence for positive effects.

There are at least eight aspects of teaching in public schools that would be informed by removing the blinders and considering extra-school teaching. Below each of these eight categories are a few specific examples to illustrate.

1. General teaching methods
   a. clinical "rounds" - medical school
   b. extension agent - agricultural research
   c. moot court - law school
   d. diagnosis of abilities and attitudes - Zen master

2. Instruction for cognitive development and self-discipline
   a. creative problem solving - Mind Dynamics
   b. concentration - Zen, yoga, Transcendental Meditation
   c. coping with failure - ballet training

3. Instruction for basic skills development
   a. speed reading - Evelyn Wood courses
   b. total immersion approach to foreign language - Berlitz
   c. basic skills development - cognitive therapy (Arthur Whimbey)

4. Classroom management and discipline
   a. Marine "boot camp"
   b. transactional analysis
   c. peer-controlled discipline in Soviet schools
   d. Rudolf Dreikurs' "logical consequences" training

5. Student motivation
   a. positive self-concept - Erhard Seminars Training
   b. poor reinforcement - consciousness raising groups
   c. "hands on" learning - apprenticeship programs

6. Instructional planning
   a. sequencing content - correspondence courses
   b. task analysis - Air Force training manuals
   c. proper frame of mind for teaching - Zen archery master

7. Interpersonal skills
   a. patience - yoga instructor
   b. peer pressure - Weight Watchers
   c. multicultural awareness - International Children's Villages
   d. trust - Outward Bound

8. Instruction for moral and affective development
   a. communal expression of values - church "retreats," Quaker meetings
   b. group problem solving - Synanon
   c. total moral environment - Fenton and Kohlberg's Just Community School

These and other examples not only promise to enlighten the way teachers are prepared for public schools, they can serve to extend the generalizability of our research on teaching. How do school driver training courses compare to private lessons? How does apprenticeship training compare to vocational instruction in school? What variables influence attentiveness in yoga instruction and in mathematics class?

At the same time teacher educators are widening their focus on teaching, they also can exert their influence as consumer advocates in education. Checks are needed on hucksterism and unethical practice in extra-school teaching. Too often the consumer must suffer because there has been no scholarly effort to study "new" instructional programs.

If education is to gain recognition as a discipline and if teaching is to be an integral part of that body of knowledge, those who call themselves teacher educators must not limit their attention to a single variety of teaching -- that found in public schools.